

**INTERACTIVE TEACHING METHODS AS A MEANS OF
ENHANCING THE EFFECTIVENESS OF PRACTICAL LESSONS AT
THE FACULTY OF FOREIGN LANGUAGES**

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Abstract. *The article deals with the problem of enhancing the effectiveness of training at English lessons by means of interactive methods. Interactive teaching methods promote students' active cognitive and mental activity, facilitate practicing the communicative competence in various forms, serve the strengthening of motivation to study the subject, improve student's critical thinking and problem-solving skills.*

Keywords: *interactive methods, teaching process, communicative skills, principles of interaction, training.*

The introduction of interactive forms of teaching is one of the most important ways to improve students' training in modern university. Today in front of the teachers of foreign language faculty arises the problem of finding ways to improve the cognitive interest of students to learn the language, enhancing their positive motivation in learning. One of the possibilities to solve this problem is using interactive teaching methods.

Theoretical approaches to interactive teaching have deep historical roots. Many scientists were interested in psychological side of the problem (issues on human activity, intensification of enhancing educational and cognitive activity: L. Vygotsky, S. Rubinstein, Zh.-Zh. Russo and others), and also in finding the most effective forms and methods of training (Ya. Komensky, A. Makarenko, V. Sukhomlinsky and others). The problem of introduction of interactive learning was investigated by native and foreign methodists: N. Anikeeva, A. Verbitsky, M. Klarin [2], O. Kogut [3], V. Korostelev, O. Pometun, L. Pirozhenko [5], A. Smolkin and others, confirming interactive teaching to be an important element of students' training and development.

The objective of the article is theoretical substantiation of the effectiveness of practical lessons with the use of interactive teaching methods at the Faculty of Foreign Languages.

Today many major methodological innovations are connected with the use of interactive teaching methods. Interactive teaching is, above all, dialogic training, during which the interaction between teacher and student is performed. Some authors identify it with a communicative approach, believing that the "interactive model of language acquisition suggests that learning occurs during and in the course of participating in acts of speaking (speech events)". Others

define interactive method as the modified direct method, which includes a number of other methods [6].

Using active approaches is the most effective way of contributing to the students' training, as students understand and memorize the material they studied through active involvement in the learning process. Therefore, methods to be used in the learning process, which allow to become involved in the situation being studied, encourage to take active actions, to experience the state of success and to motivate the students' active behavior. Consequently, the main methodological innovations are connected today with the use of interactive teaching methods as they respond best to these requirements. They enable more effective organization of individual, pair and group work, allow to use project work, role play, to carry out the work with documents and various sources of information. Due to the fact that interactive methods are based on the principles of cooperation and interaction, activism of learners, reliance on group experience, the obligatory feedback they give the teacher the opportunity to create an environment of educational communication, which is characterized by openness and constant contact of participants, equality of their arguments, the accumulation of joint knowledge, the possibility of mutual evaluation and monitoring. Guiding teacher with the new knowledge leads the participants of teaching process to independent search. Teacher's activity gives way to the students' activity, the given tasks create conditions for students' initiatives.

Interactive teaching has very specific and predictable objectives. One of them is to create a comfortable learning environment, those at which the student feels to be successful, intellectually consistent, that makes the process of learning a foreign language much more productive. Using interactive methods in practical training of foreign language facilitates the learning process not only for teachers but for students also. Each interactive method is used to solve a particular purpose. Innovative technologies are aimed at achieving this purpose by providing a high degree of students' activity in the classroom. As it was pointed out by O. Alekseenko, the lesson based on using interactive teaching methods is called training. Training (from the English train – to educate, to teach, to school) is the process of skills formation in any field by performing sequential tasks, activities or games to attain the achievement and development of the required skills. Training enables to give the missing information, to create sustainability skills to peer pressure, to gain safe behavior skills. The undeniable advantage of training is that it provides an active involvement of all the students in the learning process [8].

The objectives of the interactive forms of teaching are as follows: effective assimilation of teaching material; awakening of students' interest; establishment of interaction between students, forming skills to work in a team, manifestation of tolerance to any point of view, respect for everyone's right to freedom of expression and dignity; independent students' search of ways and options of

solving the teaching task (choosing one of the options or finding their own options and reasons for the decision); formation of life and professional skills; egress to the level of conscious competence of the student.

Interactive activities in the process of foreign language teaching involve the organization and development of dialogic communication that leads to mutual understanding, interaction and cooperative solution of common and important for each of the participants tasks. Interactive teaching excludes the dominance of one speaker and of the one opinion over the other as well. In the dialogic education the students learn to think critically, to solve difficult problems based on analysis of the circumstances and the relevant information, weigh the alternative views, make thought-out decisions, participate in discussions, communicate with other people. For this purpose the individual, pair and group work is organized in the classroom, research projects and role-playing are applied, the work with various sources of information is carried out, the creative work is used [4, p. 45].

Conjoint activity of students in the learning process, development of teaching material means that each individual brings his own special contribution; the exchange of knowledge, ideas and methods of activity is implemented. Moreover, the later takes place in an atmosphere of goodwill and mutual support, which allows not only to obtain new knowledge, but also develops the cognitive activity, transfers it into higher forms of cooperation, mutual assistance and cooperation.

When using interactive forms of training the role of the teacher is changing, it is not already central. The teacher only regulates the process and implements its general organization, prepares the necessary tasks in advance and formulates questions or topics for discussion in the groups, provides consultations, monitors the time and the order of execution of the plan [1].

Thus, the use of interactive methods of teaching English language allows the student to be an active participant in the process, generate and develop cognitive activity. First of all, the interactive forms of teaching arouse students' interest; encourage the active participation of everyone in the educational process; appeal to the feelings of every student; contribute to the effective assimilation of educational material; have a multifaceted impact on students; provide feedback (audience response); form the students' opinions and attitudes; form the life skills; promote behavior changes.

The general principles and basic rules for the organization of effective interactive teaching are as follows: all the participants should be involved in the teaching process. For this purpose it is expedient to use technologies that enable all the participants to take part in the process of discussion; it is necessary to take care of the psychological preparation of the participants. It is a fact that not everybody who came to the class is psychologically prepared for immediate inclusion in some form of work. In this regard the warm-ups are useful, as well

as constant encouragement for active participation in the work and providing opportunities for self-realization; the quantity of students involved in interactive technology should not be much. The number of participants and the quality of education may be in direct proportion. The optimal number of participants – up to 25 people; the room should be prepared in such a way that the participants could easily change to work in large and small groups; precise fixation of the procedures and regulations. This agreement must be reached at the very beginning and tried not to be broken. So all the participants will be tolerant of any point of view, respect everyone's right to freedom of expression, demonstrate respect for everyone's dignity. But it is necessary to treat with care to division of the participants into groups. Initially it is better to build it on a voluntary basis. Later on it is admitted to use the appropriate principle of random selection.

The prerequisites for the organization of interactive training are the next: trusting, positive relationship between teacher and student; democratic style of implementation of educational process; cooperation in the process of communication between teacher and students and between the students as well; reliance on the personal teaching experience, including significant examples, facts, images into the educational process; variety of forms and methods of reporting information, forms of students' activity, their mobility; stirring up the external and internal activity motivation and mutual motivation of the students.

Interactive forms of training provide high motivation, sound knowledge, creativity and imagination, communication skills, active lifestyle, the team spirit, the value of individuality, freedom of expression, focus on activities, mutual respect and democracy. The educational opportunities of interactive teaching methods are also substantial. They help to establish emotional contact between students, teach to work in a team, relieve students' nervous tension, arouse the sense of security, mutual understanding and their own success.

Among the most prevalent and effective interactive methods and exercises there can be identified the method of problem statement, project method, the method of analysis of situations (case-study), method of brainstorming, aquarium, incomplete sentence, critical thinking method, work in pairs, rotary (removable) triples, carousel, work in small groups, business and role-playing, the method of Jigsaw (Saw method), the Six Hats method, Brownian motion, decision tree, court on their own behalf; take the position, discussion, debate, insert-method (method of individual notes, active reading), the method of quiz and many others.

Conclusions. Summarizing the aforesaid, we conclude that interactive teaching methods combined with traditional forms of work will promote active cognitive and mental activity of students, facilitate practicing students' communicative competence in various forms, serve to strengthen the motivation to study the subject and to create a favorable atmosphere in the classroom. Interactive

teaching helps students strengthen their critical thinking problem-solving skills. And the last but not least, the use of interactive methods in the pedagogical process encourages the teacher to constant creativity, improvement, modification, professional and personal growth and development, and thus promote the enhancing of the efficiency of English teaching process.

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